



***Idaho Virtual University Consortium
Phase One — Current Status***

Comparative Analysis Profiles

***Prepared for Presidents and Chief Academic Officers
Idaho State Board of Education
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Contents

1. BOISE STATE UNIVERSITY.....	7
BASIC PROFILE	7
<i>Years in the electronically delivered business.....</i>	<i>7</i>
<i>Growth over the past five years.....</i>	<i>7</i>
<i>Current geographic markets.....</i>	<i>7</i>
<i>Profitability</i>	<i>7</i>
LEARNING MODEL.....	7
<i>Accreditation.....</i>	<i>7</i>
<i>Courses and programs.....</i>	<i>7</i>
<i>Students</i>	<i>8</i>
<i>Pedagogical model</i>	<i>8</i>
BUSINESS MODEL.....	8
<i>Course production</i>	<i>8</i>
<i>Course delivery.....</i>	<i>8</i>
<i>Faculty.....</i>	<i>8</i>
<i>Learner support</i>	<i>9</i>
<i>Marketing</i>	<i>9</i>
<i>Expansion strategy.....</i>	<i>9</i>
2. COLLEGE OF SOUTHERN IDAHO	10
BASIC PROFILE	10
<i>Years in Distance Learning Business:</i>	<i>10</i>
<i>Growth Over the Past Five Years:</i>	<i>10</i>
<i>Current Geographic Markets:</i>	<i>10</i>
<i>Profitability:.....</i>	<i>10</i>
LEARNING MODEL.....	10
<i>Accreditation:</i>	<i>11</i>
<i>Courses and Programs:</i>	<i>11</i>
<i>Students:.....</i>	<i>11</i>
<i>Pedagogical Model:</i>	<i>11</i>
BUSINESS MODEL.....	11
<i>Course Production and Course Delivery:</i>	<i>11</i>
<i>Faculty:</i>	<i>11</i>

<i>Learner Support:</i>	11
<i>Marketing:</i>	11
3. EASTERN IDAHO TECHNICAL COLLEGE.....	13
BASIC PROFILE	13
<i>Years in Distance Learning Business:</i>	13
<i>Growth Over the Past Five Years:</i>	13
<i>Current Geographic Markets:</i>	13
<i>Profitability:</i>	13
LEARNING MODEL.....	14
<i>Accreditation:</i>	14
<i>Courses and Programs:</i>	14
<i>Students:</i>	14
<i>Faculty:</i>	14
<i>Pedagogical Model:</i>	14
BUSINESS MODEL.....	15
<i>Course Production and Course Delivery:</i>	15
<i>Faculty:</i>	15
<i>Learner Support:</i>	15
<i>Marketing:</i>	16
<i>Expansion Strategy:</i>	16
4. IDAHO STATE UNIVERSITY.....	17
BASIC PROFILE	17
<i>Years in the electronically delivered business.....</i>	17
<i>Growth over the past five years.....</i>	17
<i>Current geographic markets.....</i>	17
<i>Profitability.....</i>	17
LEARNING MODEL.....	17
<i>Accreditation.....</i>	17
<i>Courses and programs.....</i>	18
<i>Faculty.....</i>	18
<i>Students.....</i>	18
<i>Pedagogical model.....</i>	19
BUSINESS MODEL.....	19
<i>Course Production.....</i>	19
<i>Course delivery.....</i>	19

<i>Faculty</i>	19
<i>Learner support</i>	20
<i>Marketing</i>	20
<i>Expansion strategy</i>	20
5. LEWIS-CLARK STATE COLLEGE	21
BASIC PROFILE	21
<i>Years in the electronically delivered business</i>	21
<i>Growth over past five years</i>	21
<i>Current geographic markets</i>	21
<i>Profitability</i>	22
LEARNING MODEL.....	22
<i>Accreditation</i>	22
<i>Courses and programs</i>	23
<i>Students</i>	23
<i>Pedagogical model</i>	23
BUSINESS MODEL.....	23
<i>Course production</i>	23
<i>Course delivery</i>	24
<i>Faculty</i>	24
<i>Learner support</i>	25
<i>Marketing</i>	27
<i>Expansion strategy</i>	27
6. NORTH IDAHO COLLEGE	28
BASIC PROFILE	28
<i>Years in online business</i>	28
<i>Growth over the past five years</i>	28
<i>Current geographic markets</i>	28
<i>Profitability</i>	28
LEARNING MODEL.....	29
<i>Accreditation</i>	29
<i>Course and programs</i>	29
<i>Students</i>	30
<i>Pedagogical model</i>	30
BUSINESS MODEL.....	30
<i>Course production</i>	30

<i>Course delivery</i>	30
<i>Faculty</i>	30
<i>Learner Support</i>	30
<i>Marketing</i>	31
<i>Expansion strategy</i>	31
7. UNIVERSITY OF IDAHO	32
BASIC PROFILE	32
<i>Years in the electronically delivered business</i>	32
<i>Growth over the past five years</i>	33
<i>Current geographic markets</i>	33
<i>Profitability</i>	33
LEARNING MODEL.....	33
<i>Accreditation</i>	33
<i>Courses and programs</i>	34
<i>Students</i>	34
<i>Pedagogical model</i>	34
BUSINESS MODEL.....	34
<i>Course production</i>	34
<i>Course delivery</i>	34
<i>Faculty</i>	35
<i>Learner Support</i>	35
<i>Marketing</i>	35
<i>Expansion strategy</i>	35
8. IDAHO STATE LIBRARY.....	36
BASIC PROFILE	36
<i>Years in the electronically delivered business</i>	36
<i>Growth over the past five years</i>	36
<i>Current geographic markets</i>	36
<i>Profitability</i>	36
LEARNING MODEL.....	36
<i>Accreditation</i>	36
<i>Courses and programs</i>	36
<i>Students</i>	37
<i>Pedagogical model</i>	37
BUSINESS MODEL.....	37

<i>Course production</i>	37
<i>Course delivery</i>	37
<i>Faculty</i>	38
<i>Learner support</i>	38
<i>Marketing</i>	38
<i>Expansion strategy</i>	38
9. IDAHO PUBLIC TELEVISION.....	38
SUMMARY PROFILE.....	38
LEARNING MODEL.....	39
<i>Accreditation</i>	39
<i>Courses/Programs</i>	39
<i>Learners</i>	40
<i>Pedagogical Model</i>	41
BUSINESS MODEL.....	41
<i>Course Production</i>	41
<i>Course Delivery</i>	42
<i>Faculty</i>	42
<i>Learner Support</i>	42
<i>Marketing</i>	43
<i>Expansion Strategy</i>	43

1. BOISE STATE UNIVERSITY

Basic Profile

Years in the electronically delivered business

Boise State began the Knowledge Network system, the first regular distance program in 1984.

Growth over the past five years

Growth in the number of courses has gradually increased. Growth in the number of students has steadily increased. Growth in credits produced have increased by approximately 1,000 per year. (KG from SBOE Off-Campus Report)

Current geographic markets

Primarily the Treasure Valley from Mountain Home to Ontario, Oregon; compressed video to Twin Falls and other state campuses; Southwest Idaho and the whole state with public broadcast and videotape; regionally and nationally with satellite uplink programs; anywhere and anytime with most of the internet courses.

Profitability

Not approaching distance learning from an economic model but a service model. Some components of distance learning generate revenue and recover some costs; other programs have unaccounted sunk, hidden and indirect costs that are not factored. No attempt is made to make distance learning a revenue generating, profit center any more than campus instruction.

Learning Model

Accreditation

Boise State must comply with standards and notification processes of the Northwest Accreditation Association. Boise State attempts to conduct distance learning in compliance with the *Principles of Good Practice* developed by the Western Cooperative for Educational Telecommunications.

Courses and programs

The offerings for Fall 1999 are in a detailed spreadsheet supplied by Janet. For general programming Boise State programs in response to perceived needs and opportunities and has not targeted specific disciplines or degree programs. Two specialty areas have degree programs offered by distance; a Masters in Instructional and Performance Technology and the emphasis in

Educational Technology masters in Education which is currently a certificate program but will grow into a Master's degree.

Students

No general study of distance learning demographics or satisfaction has been done, but the Office of Outcomes Assessment is now designing a survey and the TLTR is reviewing the Flashlight student inventory tool for possible licensing.

Pedagogical model

The pedagogical model differs depending on discipline, level, and technology as appropriate. In general, class size is limited and interaction is required. Group paced semester length classes predominate. Collaboration and student production of learning artifacts are most frequently employed. Video based distance courses are predominately teacher directed didactic instruction.

Business Model

Course production

In general, course development is decentralized and professional staff assist course production. Course development is largely faculty determined with professional staff support and assistance available.

Course delivery

Video based distance courses are produced with a minimum of three staff in direct production support composed of an operator, supervisor and engineer. Numerous other support staff assist in the full delivery including site facilitators, couriers, administrative staff, graphic artists and an instructional design consultant. Telecourses involve leased courses with faculty designed wrap around sessions and materials. Other media types vary in staff support and commercial material utilization. Boise State delivers and has delivered credit distance learning using wireless cable, satellite, compressed video, videotapes, radio sideband, public television, Internet, audio conferencing and various combinations of these technologies. Several "systems" are used each semester including the Knowledge Network (wireless cable/ITFS); the Distance Learning Network (compressed video); and online courses.

Faculty

Faculty are regular department approved and assigned faculty, Boise State does not utilize a separate distance education faculty. Faculty come from all disciplines and vary from Adjunct to full

Professors. Level and amount of training, incentive pay and support differs according to delivery system technology and the demands it makes for new or additional skills for faculty. In general, training and support service are commensurate with the delivery technology. Some distance delivery systems include variable stipends based on number of students and number of remote sites.

Learner support

Excellent library and bookstore services are available to distance students. Other administrative and support offices vary in support for distance learners. No centralized coordinated program of student services for distance learners is currently available. A new Strategic Technology plan calls for the identification and development of more comprehensive services.

Marketing

Boise State markets the “electronically delivered courses” through the BSU Directory of Classes, through an advertising insert in the Idaho Statesman, on the web through the BSU website, on the web through various sites designed to help distance learners find courses, through department focused efforts, and through publications such as Peterson’s Guides.

Expansion strategy

Not included.

2. COLLEGE OF SOUTHERN IDAHO

Basic Profile

Years in Distance Learning Business:

The College of Southern Idaho has offered classes via distance education since the late 70's. In 1988, the institution invested in a video-based distance education system.

Growth Over the Past Five Years:

The College of Southern Idaho has grown from the original three sites established in the late eighties and early nineties to 21 sites, today—including high schools, hospitals, industry and county jail sites.

Current Geographic Markets:

The College is by state code to serve a vast 8-county district of 11,000 square miles with a combined population of over 150,000. The College of Southern Idaho is the only institution of higher education in its service area.

This vast area is served with all forms of interactive video microwave, compressed video, fiber, IP, and coaxial cable along with a low power UHF transmitter.

Profitability:

The College of Southern Idaho was very concerned about the cost effectiveness of a distance education system based on other institution's experience. When making a decision on technologies that would give us the capacity to deliver to our total service area, system design and operations for all technologies were reviewed for transparency to the providers and end users as well as the initial cost. Particular attention has been given the ongoing operational cost. Because of this, the system is cost effective.

Learning Model

Accreditation:

Northwest Accreditation Association accredits the College of Southern Idaho and all of its distance learning sites.

Courses and Programs:

The College of Southern Idaho offerings for Fall 1999 that were open to the general public has been forwarded under separate cover. The College delivers the associate degree to many of its off-campus sites.

Students:

Students complete evaluations on the system as well as the classes being delivered each semester.

Pedagogical Model:

The model varies by department in teaching pedagogy. The technology is consistent in full motion, two-way interactive.

Business Model

Course Production and Course Delivery:

The delivery of distance education is to provide access to students in remote locations or enrollment is limited. The model is to connect enough sites together with existing classes on campus to make a cost-effective delivery system.

Faculty:

Incentive pay is provided for faculty who choose to become proficient in distant delivery and offer classes at times needed by students in remote sites.

Learner Support:

Students at distant sites are offered the same level of library, bookstore, and student services as students on campus.

Marketing:

No special effort has been needed. Distance education courses given the same marketing as all other courses at CSI.

3. EASTERN IDAHO TECHNICAL COLLEGE

Basic Profile

Years in Distance Learning Business:

Eastern Idaho Technical College has been involved in electronically delivered instruction since the dedication of the Aldred Ames Distance Learning Center on EITC's campus in 1995. The Center has provided both high school and post-secondary coursework via compressed video and most recently via the Web. The Center is also occasionally used for video conferencing by state and local agencies/groups.

Growth Over the Past Five Years:

EITC is not currently offering courses via compressed video to any remote locations, due in part to prohibitive telephone line charges and limited available course offerings. Compressed video equipment owned by the college continues to be employed at several remote locations by sister institutions for delivery of credit coursework. The college began offering on-line courses this spring, including a locally developed English composition course for credit and nearly 100 non-credit courses in partnership with "Ed. To Go."

Current Geographic Markets:

EITC serves a nine-county, largely rural service area in Eastern Idaho. Total population for the service area is approximately 161,000.

Profitability:

EITC, like most of its sister institutions, has used a service rather than a profit model in distance education. Past distance delivery has been designed to recover at least a part of recognized costs incurred by the college. Recurring costs of distance delivery, particularly line charges for compressed video delivery to remote sites, has been and continues to be a major challenge. No formal cost analysis has been undertaken to date.

Learning Model

Accreditation:

EITC is fully accredited by the Northwest Association of Schools and Colleges.

Courses and Programs:

For Spring Semester 2000, EITC is offering an on-line English Composition course for college credit. This course was developed by EITC faculty. The college is also offering nearly 100 non-credit course offerings on-line in partnership with “Ed. To Go.” Over 100 students are currently enrolled in on-line courses offered by the college.

Students:

Though detailed demographic data on students enrolled is not yet available, initial review indicates that the majority of students enrolled in on-line courses are residents of the college service area. A detailed analysis of student demographics is planned for spring semester, and students will complete course evaluations for all courses offered.

Faculty:

EITC faculty use an in-house grant process to secure funds for development of on-line courses, which may include “release time” for course development as well as funds for hardware and software. The college’s Instructional Technology Division provides hardware and software support for course development and delivery.

Pedagogical Model:

Courses offered recently through compressed video have tended to employ traditional pedagogical models of lecture/discussion, with some group learning activities incorporated where appropriate. On-line courses are built on a more student-centered model, employing both synchronous and asynchronous delivery and a focus on regular interaction between student and instructor. Non-credit course offerings are self-pacing and highly interactive, providing immediate feedback for students on quizzes and activities.

Business Model

Course Production and Course Delivery:

Development of electronically delivered courses (regardless of modality) has rested with individual faculty members or faculty teams, with support provided through college administration and support staff. Faculty members develop both on-line and electronically enhanced courses using First Class software and are assisted in hardware and software issues by IT Division staff.

Current course delivery is entirely Web-based, and continued production/procurement of courses will focus on this modality. However, EITC faculty continue to explore possibilities for delivering existing credit and non-credit courses via compressed video, assuming student interest and line charges that are more appealing to potential remote site partners.

Faculty:

A growing cadre of faculty is expressing interest in the development and delivery of on-line courses. As noted above, faculty may apply for in-house technology grants which may be used to provide release time for course development as well as funds for software, peripherals, and training. The college supports integration of technology with pedagogy through a continuing program of staff development courses taught by Information Technology staff. Spring 2000 courses include training on Firstclass software, web page design, and video editing. In recent years, faculty and administrators have attended a number of regional and national conferences on technology, including the League for Innovation's annual technology conference. Faculty and staff who attend such conferences provide reports to the college community upon their return to campus.

Learner Support:

On-campus student support services serve students enrolled in electronically delivered courses. Students may view course offerings on-line; however, at present on-line registration and fee payment are not available. Students may register by phone and are billed by the college in the present system. In-house tutorials on software are available on-site; future plans call for the development of on-line tutorials as well as on-line registration and fee payment.

Marketing:

Electronically delivered courses are identified in the college schedule, which is delivered to students as a newspaper insert and distributed throughout the service area. On-line courses are also listed and described on the college Web site. This spring marks the first advertising of on-line course offerings in this manner. At present, no formal marketing plan for electronically delivered courses has been developed.

Expansion Strategy:

Future expansion of electronically delivered courses will likely focus on niche markets/programs focusing on technology (such as health related occupations, computer networking technologies, and environmental health and safety) and on the development of workforce training programs for business and industry. The ongoing development of an educational partnership between EITC, the University of Idaho, and Idaho State University (the latter two institutions housed at University Place in Idaho Falls) also sets the stage for the collaborative development of on-line certificates and degrees capitalizing on the programmatic strengths of each institution.

4. IDAHO STATE UNIVERSITY

Basic Profile

Years in the electronically delivered business

Idaho State University has been involved with Technology-delivered classes since 1988, when it began microwave transmission of audio/video.

Growth over the past five years

Over the past five (5) years, the number of students served by Distance Education has grown by approximately 180% with nearly 2000 students involved in Fall '99. The number of class sections has increased from 79 to 269, a 240% increase, and the number of credit hours has increased from 1888 to 5636, a 198% increase.

Current geographic markets

Idaho State University Distance Education delivery reaches throughout the state. ISU has 2-way A/V classrooms on the main campus in Pocatello and in Idaho Falls, Twin Falls and Boise. Arrangements are often made with other institutions for course delivery to one of their Distance Education classrooms. ISU also delivers classes to any of eight (8) regional high school facilities.

Profitability

Issues of access and service have driven Idaho State University's growth in technology-delivered classes. While ISU recognizes the potential for profit from these enterprises, technology and the marketplace are each in such flux that a formal profit analysis of our current activity would be of questionable value. Part of an SBOE grant underway in the Department of Nursing at ISU involves the creation of several extension or Continuing Education courses for the March of Dimes. These courses are being developed in WebCT for internet delivery and some may be ready as soon as February. There is an anticipation that the delivery of this suite of classes will bring in significant revenue to the department.

Learning Model

Accreditation

Everything discussed here relates to credit classes. Our accreditation is through the Northwest Association of Schools and Colleges.

Courses and programs

Technology delivered classes at ISU have evolved as alternatives to the traditional setting in most cases. ISU is the lead institution in Idaho for the health Professions and as such has had to develop its capability to delivery classes in those disciplines throughout the state, most notably classes in Nursing, where federal funding has allowed rapid growth. The School of Applied Technology has some of the pioneering Web courses for this institution, notably Carla Dando's MANT 121 class, which is currently our only contribution to WGU". The College of Pharmacy offers a "non-traditional" PharmD program that is delivered using videotaped classes and involves minimal contact time. PharmD is discussed in more detail below.

Faculty

Faculty and staff support relative to technology enhancements to course delivery is focussed in the ITRC and the Distance Learning portion of the Media Center. Some departments and colleges have "local" support staff. The ITRC has two Instructional Technologist positions, a faculty "coordinator" position and several student interns and student helpers. The ITRC delivers formal workshops and many informal one-on-one tutorials. The ITRC has a 14 workstation training room with projection capabilities where workshops are delivered as well as several production workstations with a variety of up-to-date software packages, scanners, CD writers, audio voice-over production facilities, etc. The ITRC does not provide a significant course design function. Most of the technology enhancement to classes are designed and implemented by the faculty involved. The ITRC is primarily responsible for providing training.

Student support is provided through the Computer Center's Help Desk and through training workshops for students provided by the Computer Center.

It is likely, but not presently the case, that there will be a steady source of funds available, on a competitive basis, for release time or other compensation to facilitate the design and construction of technology-based classes.

Students

This report does not contain detailed student demographic data. Most of the students served by distance Education classes from ISU are in the Southeast Idaho region and are likely to have similar demography as students on campus. Most of the student population for the Nursing and PharmD distance classes consists of practicing professionals in their respective fields. ISU has some contractual obligation to the INEEL (Idaho National Engineering and Environmental Laboratory) for

Engineering and Business courses and students served in this manner usually avail themselves of the Idaho Falls facilities and compressed video class delivery.

Pedagogical model

There are no particular pedagogical models in place. Many variations of new and evolving strategies are tried. Web enhanced courses often involve both synchronous and asynchronous communications features. Programs such as the PharmD are self-paced. Compressed video classrooms are supplied with computer consoles so that presentation software or other PC applications can be displayed. A few attempts have been made to work with RealMedia encoding and streaming.

Business Model

Course Production

The production of a technology delivered/enhanced course has been almost exclusively the responsibility and effort of individual faculty. Compressed video classes are routinely delivered with only minor adaptations to the methods of the traditional classroom. Some externally funded projects are underway, notably in the College of Nursing and the efforts of the IVC (Idaho Virtual Campus), to develop web-based instructional material. In at least one instance, a class has been delivered using a WebCT course package developed by a textbook publisher to accompany a particular text. The College of Pharmacy videotapes courses that are delivered on-campus in the traditional setting and apply to the PharmD degree. These videotapes are remade virtually every time the course runs. They form the basis for the non-traditional PharmD program.

Course delivery

U has an institutional license for the WebCT product. WebCT training in the Instructional Technology Resource Center continues at a good pace. ITRC records indicate that over 200 faculty are using WebCT in some form or another to enhance class delivery. However, there are few classes that rely totally on WebCT or other web technologies for delivery. Compressed video classes routinely use presentation software. Remote sites, as well as the production site, allow for 2-way audio/video communication so there is ample opportunity for student interactions.

Faculty

There is a young and growing effort to provide training and support services for faculty involved in technology and course development. Most of this effort originates in the ITRC. The ITRC hold workshops for faculty ranging from Introduction to the Internet to PowerPoint presentation

production to HTML and web page authoring to WebCT course development. The ITRC also provides individual training and support for more specific topics such as video production, RealMedia encoding, graphic design, audio enhancement of presentations, etc. Faculty incentives are not large. For faculty involved in the delivery of remote classes there is usually some form of “bi-campus incentive” which may offer as much as \$1000 for a three credit class in a given semester with additional expense costs covered if there is travel involved to remote sites. There is an effort underway to provide “seek” or “start-up” money to buy release time or other compensation for the development (not delivery) of technology-based courses.

Learner support

The typical, traditional student support services apply with some modification. There is a student union, bookstore, and small library area and support services staff in the ISU facility in Idaho Falls. There are computer labs in Idaho Falls, Boise and Twin Falls. Financial aid or other admissions and Registration issues for students involved in distance Education must be handled in much the same manner as for regular students. The Computer Center holds workshops for students, dealing with basic computer skills and software packages. They do not provide student support for WebCT. The instructors must do this. There is a Computer Center Help Desk that receives telephone and e-mail input and responds with appropriate answers or actions.

Marketing

Technology-delivered classes at ISU are flagged in the class schedule, both printed and online. Classes that have a significant Internet component are listed separately online. These classes are also cataloged separately. ISU is participating in the Western Governor’s University and in the Idaho Virtual Campus. An initiative to more efficiently collect, organize and display information on technology-delivered classes is underway. It is anticipated that Fall 2000 will see a dramatic increase in the accuracy and completeness of the web-based information relating to technology-delivered classes and Distance Learning in general.

Expansion strategy

Distance Education at ISU has expanded to fill the needs of the region and the goals of the institution as the lead institution for Health Professions. There appears to be no particular strategy for expanding into any particular market. The IVC was funded by a Technology Incentive Grant from the SBOE to explore the creation of a web-based Master’s of Natural Science degree program and has made significant progress in that direction.

5. LEWIS-CLARK STATE COLLEGE

Basic Profile

Years in the electronically delivered business

Located in Lewiston, Idaho, Lewis-Clark State College (LCSC) is a four-year regional state college offering undergraduate instruction for the past 100+ years. Additionally, LCSC also offers programming via alternative delivery, including Internet, microwave, compressed interactive video, and outreach centers, the largest being in Coeur d'Alene, Idaho.

For the past several years, LCSC has operated nine outreach sites—Kamiah/Kooskia, Orofino, Grangeville, Pierce-Weippe, Elk City, Riggins, Lapwai, DeSmet, and Coeur d'Alene and provides credit and non-credit educational programming in each of these locations. LCSC opened four these of these sites within the past three years. LCSC has been offering web-based courses for the past three years through the Center for Individualized Programs (CIP) and outreach sites.

After being planned and developed through an Economic Development Assistance (EDA Grant), Compressed Interactive Video (CIV--Video conferencing) began its first full year of operation in Fall 1998. LCSC operates CIV sites in the following schools: Lewiston, Troy, Deary, Potlatch, Kendrick, Genesee, Lapwai, and Prairie (Cottonwood). Also, LCSC has four CIV rooms with CIV capability on its campus and one system at the LCSC-Coeur d'Alene Center.

Microwave courses began in 1990, with courses being transmitted from Lewiston to the LCSC-Coeur d'Alene Center. Web-based delivery of courses began Fall 1996 while CIV courses began Fall 1998.

Growth over past five years

LCSC began its web-based, Internet delivery of courses in Fall 1996 after an intensive development project propelled by a Title III grant. Since then, an Interdisciplinary degree program, emphasizing business and communications has been developed. Courses in other disciplines have also been developed. Currently, 55 courses are being offered in Fall 1999. Spring 2000 will offer 45 courses.

Current geographic markets

Current geographic markets include Region II in north central Idaho. Our web-based courses offer flexibility to students living in Region II as well as those who live outside the region. While our

mission is to provide service to non-traditional students residing within our region of Idaho, a number of students enroll who live outside our region. These areas include Alaska, Arizona, California, Colorado, Florida, Hawaii, Montana, Nevada, Oregon, Utah, British Columbia, and Idaho.

Profitability

Profitability is currently an area under review. LCSC does not have appropriate figures to share at this time.

Learning Model

Accreditation

Northwest Association of Schools and Colleges (NASC) accredits LCSC. LCSC's distance education delivery of the Interdisciplinary Degree with an emphasis in Business and Communication was reported to NASC as a substantive change in 1998. Additionally, the following programs that can be obtained via distance education are also accredited: Nursing (National League of for Nursing and preliminary approval by the American Association of Colleges of Nursing, AACN); Justice Studies (National Academy of Criminal Sciences, ACJS); Social Work (Council on Social Work Education); and Business (currently reviewing affiliation into the American Association of Collegiate Schools of Business).

Courses and programs

The following programs are available through LCSC:

Undergraduate

B.S. in Business Administration (available through the LCSC-Coeur d'Alene Office)

B.S.N. in Nursing (available through the LCSC-Coeur d'Alene Office)

B.A./B.S. in Communicative Arts

B.S.W. in Social Sciences

B.A./B.S. in Justice Studies

B.S. in Interdisciplinary Studies, with an emphasis in Business and
Communication (Web-based) Interdisciplinary Studies

Minor: Chemical Dependency Counseling

Students

Distance education students have the opportunity to participate in a Student Response to Instruction (SRI) evaluation. Students taking web-based courses can respond only through a web-based SRI. According to LCSC's Office of Institutional Research, students, for the most part, are satisfied with web-based instruction.

Pedagogical model

LCSC's electronically delivered courses are not self-paced. Rather, they follow the same semester-based schedule as on-campus courses and programming. Within the web-based courses, students participate in online discussions, chats, listservs, and some face-to-face instructor-student interaction. For the most part, electronically delivered courses have a student cap. Some range from 35; pilot courses have as few as ten students.

Business Model

Course production

LCSC faculty produce their own curricula via their appropriate division. The division primarily is the source of funds for the development of individual courses although faculty and institutional grants aid in the financing of these projects. Additionally, the Educational Technology Center (ETC) provides training and development activities to help faculty produce these courses. Normally, two to three people, including the instructor, make up the production team. Also, LCSC utilizes a "Tech Team Model" for faculty to develop new courses. This team encompasses the CIP

Director, instructor, Division Chair, a member from the appropriate division, and an ETC representative.

Course delivery

The courses described in Appendix 1 and the list that Blake Beck has submitted use a variety of multimedia. Students who sign up for the web-based courses are required to have minimum computer requirements:

IBM compatible Windows 95 or higher; or Macintosh 68040 (MacOs7.x)

16 MB Ram

Audio cassette player

Modem—28.8 Baud or higher

VCR

Printer

Internet Access Provider

For LCSC's microwave and compressed interactive video, we provide the hardware and software for these applications.

Faculty

Regular faculty develop and teach the distance education courses. Since distance education courses come from every division on campus, instructors possess a variety of skills and backgrounds, from those whose lives revolve around technology to those who need to be helped at every step of the way. LCSC provides scheduled training through the Educational Technology Center (ETC). Additionally, the ETC provides numerous one-to-one trainings for faculty and staff. Tutors are provided to students in the outreach areas. For those students taking web-based courses receive online tutoring. For example, the writing lab offers set hours for students to “call in” for individual tutoring. Students are urged to fax in or send via electronic mail their drafts prior to being tutored.

During the Title III Project, faculty were given a variety of incentives to develop and teach an electronically delivered course. Almost every participant received a computer and training on software and curriculum design. Additionally, they received a stipend to develop and another stipend to revise their course after the pilot course delivery.

Currently, there have been no incentives given unless the division has funded the development and delivery of the course.

Learner support

Student Services provides a toll-free number for off-campus students. Most procedural activities, such as registration, can be accomplished through online. Additionally, Student Services travels to all outreach sites on specified days to meet with off-campus students in planning and designing their programs of study.

Financial Aid conducts information sessions for distance students in specific outreach sites. For web-based students, the Financial Aid Office has a toll-free number for students to call. Plus, a representative from the Financial Aid Office travels to all outreach sites on specified days to meet with off-campus students in planning and filling out financial aid forms. Moreover, all financial forms are online.

The LCSC library has developed a series of strategies to respond to the information needs of off-campus or distance education students. They include contracts with local area libraries which serve distance education students in Region II; placement of special resources in off-campus libraries to support special programs; the development of electronic access and resources through the library's home page, use of phone, fax, and e-mail to deliver materials and services like reference, and coordination with outreach personnel to provide services at the points of established need. Additionally, the LCSC library serves as the founding member and major participant in VALNet, a regional library consortium; serves as the home for the central consortium processor; provides the systems coordination; and serves as the fiscal agent for an online catalog, circulation system, and coordinated library service for 40 public, school, and academic libraries representing 17 agencies in southeastern Washington and north central Idaho.

Students who need bookstore services can call the Bookstore's 1-800 number. The Bookstore will process the order and normally ship the order within 48 hours.

The Center for Individualized Programs (CIP) facilitates delivery of instruction of all web-based courses and provides the following services:

Web page. Information regarding courses currently available, links to syllabi, current fees, how to enroll and begin, FAQ's and the CIP degree plan are provided from the CIP web page at <http://www.lcsc.edu>. CIP courses are maintained by faculty using LCSC's server and with assistance from the Educational Technology Center staff.

Advising. Preliminary advising for transfer students, students interested in Internet-based instruction, students seeking a degree offered via CIP, students requesting credit for prior experiential learning (including prior military credits).

Registration/Payment. Students unable to come to campus or an outreach center are guided through the registration and payment processes by CIP staff via phone and/or e-mail. Students may apply for admission to the College via an on-line form, and then they may mail the registration form to campus with a check or phone in payment using a credit card.

Student support. Hands-on assistance is provided to students using the computer labs locally and from outreach centers. Telephone assistance is available to students via an 800 number Monday through Friday from 8-5, Thursday evenings until 6:30 and Saturdays from 8-noon. E-mail inquiries receive responses the following work day.

Interaction. Students participate in weekly discussions with faculty and peers in CIP classes. These asynchronous discussions allow flexibility for students and instructors to respond at times that are convenient to their schedules. CIP faculty and staff assist students wishing to locate "study buddies."

On-line tutorials. Students are encouraged to participate in on-line tutorials that help them to be successful when participating in Internet-based instruction.

Proctoring. For students unable to come to campus or an outreach center, proctoring guidelines and forms are available from the CIP web page. Exams are mailed or faxed to the approved proctor and graded when returned. Students are notified by e-mail of grade results.

Material distribution. Faculty provides a list of materials to be used for CIP courses. CIP coordinates copying and distribution; students are mailed supplementary materials not available from the Internet.

Marketing

LCSC has recently developed a marketing strategy and plan. Each year, LCSC meets with the appropriate groups, including the student body, to determine the cost of courses. Ultimately, the State Board of Education sets the fees for any public Idaho postsecondary institution.

Expansion strategy

LCSC's distance education program is integral to its role and mission. In its mission statement, LCSC states "The College will give continuing emphasis to select programs offered on and off campus at non-traditional times, using non-traditional means of delivery and serving a highly diverse student body." Consequently, LCSC plans to expand its programming via web-based, weekend college, microwave, and video conferencing.

LCSC has historically had positive experiences in collaborating with profit and non-profit entities. Recently, LCSC, University of Idaho (UI), North Idaho College (NIC), and Idaho State University (ISU) have partnered together and formally signed an agreement to become part of the Northern Idaho Center for Higher Education (NICHE). Each institution will provide programming within their roles and missions.

Funding for the credit programming comes from various models: allocated and self-support. Most non-credit activities are based on the self-support model. The non-credit programming has grown exponentially over the past two years. For several years, LCSC did not generally focus on non-credit programming. However, in Spring 1998, Extended Programs "resurrected" the notion of continuing education. Growing from a few dozen courses throughout Region II in Spring 1998 to almost 90 courses in Spring 2000, Continuing Education continues to grow and finesse its role in the educational market.

6. NORTH IDAHO COLLEGE

Basic Profile

Years in online business

NIC has been active for 2.5 years, beginning in the Spring of 1997.

Growth over the past five years

Five years ago, NIC offered only a handful of “outreach” credit courses onsite in the Kellogg and Sandpoint communities. By 1999, onsite courses number 16. Also, 14 courses facilitated by Interactive Video Conferencing (IVC) and 31 Internet-facilitated courses bring the annual total to 61 courses in 1999.

Current geographic markets

The current geographic markets are Idaho Region 1: Boundary, Bonner, Kootenai, Shoshone and Benewah counties.

Profitability

Yes. Access to North Idaho College (NIC) at a distance is accomplished by three major delivery systems: on-site in area high schools, Interactive Videoconferencing (IVC) rooms networked to area high schools and hospitals, and Internet courses. The table below presents the activity, cost, and revenue of these three systems. Cost includes all expenses to run a class: adjunct faculty salary, line charges, operators, and room rental. Cost does not include sunk cost that exists whether a class runs or not: maintenance of equipment, administrative cost, and training to use the technology.

Fall'98 - Spr'99 - Sum'99	High School Sites	IVC Distant Sites	Internet	NIC Distance Education Totals
Course Enrollment	243	71	384	698
Number of Courses	16	14	31	61
Number of Credits	35	38	101	174
Student Paid Tuition	\$40,578	\$12,092	\$89,103	\$141,773
County Charge-back	\$38,493	\$8,442	\$22,050	\$68,985
Total Tuition Generated	\$79,071	\$20,534	\$111,153	\$210,758
Class Costs	\$29,444	\$12,077	\$0	\$41,521
Revenue After Costs	\$64,621	\$8,457	\$111,153	\$184,231

Activity is strong in each delivery method with a total of 698 students served during the 1998-1999 year. The enrollment may seem low in IVC; however, there are 133 conventional on-campus students taking classes in the IVC rooms that are not part of this report. The cost is the highest when NIC has to supply adjunct instructors to a distant site, but that revenue is still strong. The most cost- effective delivery method appears to be Internet. Note that for Internet there is no faculty cost calculated since instructors teach Internet courses as part of their load. Adjunct faculty or instructor overload cost paid by the Distance Education Office is the only faculty cost reflected in this report.

Learning Model

Accreditation

Northwest Association of Schools and Colleges

Idaho State Division of Vocational Education

National League for Nursing Accrediting Commission

Commission on Accreditation in Physical Therapy Education.

Course and programs

Activity is strong in each delivery method with a total of 698 students served during the 1998-1999 year. The enrollment may seem low in IVC; however, there are 133 conventional on-campus students taking classes in the IVC rooms that are not part of this report. The cost is the highest when NIC has to supply adjunct instructors to a distant site, but that revenue is still strong. The most cost- effective delivery method appears to be Internet. Note that for Internet there is no

faculty cost calculated since instructors teach Internet courses as part of their load. Adjunct faculty or instructor overload cost paid by the Distance Education Office is the only faculty cost reflected in this report. (See Profitability Section above)

Students

Currently under study.

Pedagogical model

Collaborative balance of presentation, discussion dialectic facilitated by online discussion, e-mail, and chat resources; some courses require labs and on-site assessment activities. Class size limits at 15 students for almost all Internet courses and 10 plus 5 at nor more than 2 remote sites for IVC courses.

Business Model

Course production

Local build utilizing FrontPage and WebCT to create sites providing content of traditional offerings and high degree of student-instructor and student-student communication. The build team is typically faculty member and ID professional. There is a faculty stipend of \$600/credit for development. Mentors sometimes available to instructor for first semester.

Course delivery

Internet and IVC

Faculty

Same as traditional courses: 90+% FT tenured.

Learner Support

General support includes bookstore phone orders, online Library access, student services info online and some services provided via phone and email. Limited online admission and registration services at basic stage via online form, email, and phone.

Internet support includes high level: advising, attitudinal self-analysis, tech resources screening, computer labs, demonstration videos, and orientation sessions. Support website. 7x12 helpdesk and email.

IVC support includes high level: local coordinators, facilitators, and library assistance.

Marketing

News, mailings, college website, and radio (minor)

Expansion strategy

Goal: A.A./A.S. degree core, popular and special programs

7. UNIVERSITY OF IDAHO

Basic Profile

Years in the electronically delivered business

Distance Learning began at the University with the establishment of the Smith Lever Act, which was signed May 1914 to improve their farms, families and communities. The Idaho Legislature approved the Cooperative Extension concept in 1915. In 1917 additional state legislation brought the county boards of commissioners into the cooperative three-way federal state and county partnership.

In 1999 the University of Idaho moved the Office of Enrichment and combined it with the Cooperative Extension office and the Office of Outreach and Technology. UI currently supports 42 of the 44 county extension offices in the state of Idaho.

Engineering Outreach began in the College of Engineering in 1975 providing complete off-campus, distance-delivered graduate degree programs in twelve disciplines. This program is one of the largest and least expensive programs offered in the United States. In 1999 Independent Study in Idaho combined with Engineering Outreach and is working with the office of Outreach and Technology. In the last five years Engineering Outreach has increased enrollments of five percent each year and currently has over 350 students in 425 courses in a semester.

In the Engineering Outreach Program there is an 85% degree completion rate. These students are enrolled in the UI Outreach program but live in Idaho, some where else in the United States or on the other side of the world.

Distance Education is also delivered from Idaho Public Television.

- ◆ 56 college and university classes were carried to distant campuses via the Idaho PTV microwave system offering 2100 hours of full interactive instruction to students.
- ◆ In addition 18 hours of programming addressing professional development related to technology use aired, including programs on designing distance education and promising classroom practices found in Idaho.

- ◆ CROSSROADS CAFÉ, CONNECT WITH ENGLISH, CAREER ADVANTAGE, GED ON TV, and the upcoming WORKPLACE ESSENTIAL SKILLS provide valuable resources to teachers and student in English as a Second Language and Adult Basic Education classes, as well as offering 94 hours of informal instruction, available in the privacy of one's home.
- ◆ Foreign Language courses air daily through the school year: Spanish, French, Japanese, German, and Italian. 20 telecourses for enrichment and college credit covered topics from child development to sociology, nutrition, and space.
- ◆ The Idaho PTV web site (idahoptv.org) provides resources and educational links for educators. Parents, caregivers, citizens, and children of all ages. 44,448 people have made use of the site in the past year, generating 757,483 requests for information.

Growth over the past five years

Current geographic markets

The University of Idaho maintains three Resident Centers located in Boise, Coeur d Alene, and Idaho Falls with additional off-campus offices in Twin Falls and at the Research Park in Post Falls.

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The University of Idaho has geographic markets in Boise, SouthEast Idaho, Couer d Alene, and Twin Falls as well as 42 extension sites.

Profitability

The university is the state's landgrant institution and therefore looks on distance education as an opportunity to serve the residents of the state. All fees go towards the delivery of courses and improving the technology needed to deliver such courses.

Learning Model

Accreditation

The university follows the guidelines set by the Northwest Association of Schools and Colleges, which have just completed a five-year accreditation review. In this review the university was commended on its efforts to take advantage of new technologies used in distance education.

Yahoo Internet magazine named UI the 13th most wired campus of the more than 500 schools it surveyed and fifth among public universities. In Partnership with Cisco Systems, Oracle Software Company, Hewlett-Packard and other firms, UI has just completed a comprehensive upgrade of the campus computer system.

Courses and programs

A listing of courses and programs offered at the various sites is attached. The university strives to provide courses to specified areas that will benefit the needs of those areas.

Students

The primary areas the university is focusing on is the rural population with limited access to educational facilities and with a target audience for the future of students that have completed 30 credits, have a g.p.a. of 3.0 or better, but have left the university.

Pedagogical model

A variety of models are used depending upon the course and delivery method. Instructor interaction with the students, type of course and class-size play a major role in the success of the course.

Business Model

Course production

Instructors that are up to date in technology create their own presentations for delivery. For those who need assistance with their presentations the office of Outreach and Technology established the CTI in the fall of 1998. The Center for Teaching Innovation was developed to assist faculty and staff to use technology more effectively. Faculty are assisted with one-on-one instructional web site development, Power Point presentations, research posters, image scanning, video captures, CD-ROM burning and more.

Course delivery

The delivery of video based courses requires the assistance of a variety of people trained in distance delivery. Some of these are engineers, support staff for networking and engineering, program development, and scheduling as well as a facilitator at the receive sites to assure the distribution of hard copy information and to attend to any unforeseen difficulties.

Compressed video, videotapes, radio sideband, public television, Internet, audio conferencing and various combinations of these technologies deliver courses. Many of these combinations are used each semester including the Distance Learning Network (compressed video) and online course.

Faculty

Department approved faculty (adjunct to full professor) are asked to teach the courses and come from a variety of disciplines. Release time, amount of training, incentives and support varies according to the college/department.

Learner Support

The University of Idaho Library, UI Bookstore services, CTI Lab and ITS offices and office of Outreach and Technology are available for support as well as the three center offices and the Extension office and the office of Engineering Outreach.

Marketing

Marketing: The University of Idaho markets its distance education courses in the UI Course catalog, web sites, department focused efforts and various publications.

Expansion strategy

Not included

8. IDAHO STATE LIBRARY

Basic Profile

Years in the electronically delivered business

The Idaho State Library's Training and Continuing Library Education Program is designed to provide training and continuing education to the Idaho library community, including library directors, library staff members, and library trustees. Although the State Library has provided training for many years, its first systematic continuing education plan was implemented in 1989. The plan has been updated four times since that date. The State Library first provided mediated distance education in 1991 with its initial trustee teleconference.

Growth over the past five years

Because the audience for State Library educational programs is both clearly defined and stable, the average number of participants is also quite stable. In 1996, there were 995 participants; in 1998, there were 1266 participants.

Current geographic markets

The geographic area includes all of the state of Idaho. We have occasionally invited participants from neighboring states, and we have advertised our teleconference offerings nationally. State Library programs are paid for primarily through Federal Library Service and Technology Act (LSTA) funds.

Profitability

Normally they are provided to our target audience at no charge, so profitability is not an issue.

Learning Model

For most activities, accreditation is not an issue. For the Master Degree programs, we only work with American Library Association accredited programs.

Accreditation

Courses and programs

Under the Training and Continuing Education Plan, the State Library has provided workshops around the state on basic library skills and library management topics. These are not offered for credit. It has also provided a weeklong summer institute which has covered basic skills, small

library management, leadership and personnel management for mid-level library staff members, an Internet mentors program, and youth services. The State Library will provide the necessary documentation so participants may make arrangements for credit for the summer institute with colleges and universities in the state.

The State Library first provided distance education offerings in 1991, when it offered its first library trustee teleconference. Since then, it has offered two teleconferences a year—one for trustees and one on emerging technologies. For the past six years, the State Library has purchased statewide licenses to downlink teleconferences for library paraprofessionals from the College of DuPage in Illinois. It also purchases licenses from other producers of library related teleconferences for selected sites (usually at university and college campuses) around the state. In addition to teleconferences, the State Library has produced a number of videotape packets for use in training library staff and trustees. The State Library is a member of an informal consortium of state libraries that is trying to develop a number of web-based courses on basic library skills and basic library management skills. The State Library has also worked with the University of Arizona library school to deliver ALA accredited masters degree courses to Idaho. It is currently working with Emporia State University to deliver courses beginning in 2001.

Students

Participants are almost all middle-aged white women who work in libraries. Evaluations of the program have been uniformly high.

Pedagogical model

As much as possible, the Idaho State Library uses an experiential pedagogical model, in which participants use the knowledge and skills they are being taught within the learning setting.

Business Model

Course production.

Staff produces many State Library programs, but there are also contracts with in-state experts and with some out-of-state agencies (e.g. the College of DuPage) to provide some training.

Course delivery

State Library distance education programs have been delivered primarily through satellite downlinks. Through Library Service and Construction Act (LSCA) grants, nine satellite sites were created in public libraries. Other sites have been provided through schools, colleges and universities. Both MLS courses and the basic skills courses through the national consortium of

state libraries are delivered in part through the Internet. Almost all public libraries have access to the Internet; many established Internet access through grants from the State Library.

Faculty

State library employees provide courses as part of their normal job duties. Trainers from outside the agency are paid an honorarium and all expenses. The State Library provides handouts and other materials.

Learner support

Participants normally attend State Library activities free of charge. State Library consultants provide follow-up with students.

Marketing

Activities are marketed through flyers sent to all applicable libraries and trustees. Activities are also advertised through the State Library Newsletter and listservs. The State Library has created some minimum educational guidelines for public library directors, which encourage participation in training and continuing education activities.

Expansion strategy

There are no plans to expand the service beyond the borders of Idaho. However, the state library consortium mentioned above will share Idaho developed programs among its members. The State Library will continue to expand the offerings of the program based on library needs.

9. IDAHO PUBLIC TELEVISION

Summary Profile

IdahoPTV is the only state-wide mass medium in the state, providing Idaho public affairs information and education resources to a population that is separated by rough terrain, big distances, and poor north-south roads. IdahoPTV has a potentially pivotal part to play in a state-wide distance learning effort; 1) providing unique and efficient access to professionally produced educational video resources for educators to include in course materials, 2) providing an ubiquitous and economical delivery network to almost every home in the state, and 3) as a state-wide State Board of Education agency with a mission that bridges pre-school, K-12, higher ed, continuing & professional ed, and adult basic education responsibilities.

IdahoPTV is a statewide network with five transmitters (Boise: KAID, Pocatello: KISU, Twin Falls: KIPT, Coeur d'Alene: KCDT, Moscow: KUID), and 36 translators. All programming is coordinated from master control located in Boise. Transmitters are monitored and controlled from Boise, also.

Idaho's geography, in and of itself, is a major limiting factor to access of any educational, social, and economic welfare services by its citizens. The IdahoPTV interconnected system is the only form of mass communication, public or private, that reaches all portions of the state. The network spans the state in an "L" shape (1,200 airline miles), from the community of Bonners Ferry, in the northern most region neighboring Canada, to as far east as the town of Montpelier in the southeastern corner of the state, near the Wyoming and Utah borders.

Digital Television (DTV) services, planned to be in service by May 2003, have the potential to provide both video and data services for young children (Idaho children have one of the lowest rates of attendance in daycare or pre-school in the nation); K-12 educational resources at a low cost to isolated schools (Idaho state spending per pupil ranks 48th in the nation); distance learning resources for place-bound students; and low-cost data services to rural populations. The current business plan calls for a standard-definition broadcast channel of teaching and learning resources.

Learning Model

Accreditation

IdahoPTV is not an academically accredited institution. However, it is an agency under the Idaho State Board of Education. The Idaho State Board of Education holds the licenses for all five of the stations that constitute the Idaho Educational Public Television (IdahoPTV) network. IdahoPTV is a PBS affiliate station, funded in part by a CPB Community Service Grant.

Courses/Programs

IdahoPTV supports the courses and programs offered by the colleges and universities, as well as the K-12 State Department of Education. Several colleges and universities (CSI, BSU, U/I, for example) are "Going the Distance" associates of the PBS Adult Learning Service. This means that they have agreed to have the use PBS ALS telecourses to offer a complete Associate level degree. (None of the schools in Idaho are doing this at this time, but IdahoPTV has been broadcasting the telecourses as the schools request.)

IdahoPTV is working with professors at BSU and U/I to develop a 1-credit statewide early childhood course that will articulate at all of the universities. This course will be heavily dependent on the televised course resources targeted at in-home childcare providers. IdahoPTV is also working with professors at U/I on a broadcast course that will fulfill some of the Reading Certification requirements recently legislated as needed by every K-12 educator in the state.

Learners

IdahoPTV focuses on 6 distinct sets of learners:

Pre-school children

School-age children at home

School-age children in classrooms

Families at home

K-12 educators

Adults seeking self-improvement and enrichment

A summary of our activities for these learners can be found at <http://idahoptv.org/outreach/difference/index.html>

While we do not have figures to report on precisely how many Idahoans make use of our resources specifically targeted to high-school age and adult learners, we have the following information about our viewing audience:

The state of Idaho is made of mountains and farms. Most of the population is rural. Excluding the capital city of Boise, the average population of a town is 2,970. Excluding the largest ten cities, the average population of a town is 1,566.

- 1) There are significantly more children in the Idaho PTV viewing population, as a percentage, than the total U.S. (18% of the Idaho TV viewing population are children ages 2-11, compared to 15% nationwide; 11% of the Idaho viewing population are children ages 6-11, compared to 9% nationwide.)
- 2) Average household income is less than the U.S. average. There are fewer white collar workers (52% in Idaho, 58% in total U.S.), and more farmers (8% in Idaho, 2% in total U.S.) compared to the rest of the nation.
- 3) Proportionately, the number of Idahoans who have completed high school (30%), as well as those who have completed college (18%), are about the same as the nationwide figures. However, the percentage of Idahoans who have some schooling beyond high school (but not a college degree) is greater than nationwide (32% in Idaho, 25% in total U.S.).

IdahoPTV has long been recognized as a committed provider of educational programs, instructional television and other educational information to students, teachers, and the general public limited by rural, economic, and geographic constraints within the state. Overnight broadcasts include programming selected by the Idaho State Department of Education for use by K-12 educator (13.5 hours per week during the school year). Telecourses are also broadcast 8-10 hours per week during overnight and early Saturday mornings during the school year. Different colleges and universities in the state license these telecourses. Vocationally oriented telecourses (English as a Second Language, GED on TV, CAREER ADVANTAGE) are broadcast as a public service, but in loose partnership with the Idaho Department of Professional and Technical Education. College and university courses are transmitted between campuses via full-band or compressed video channels on the IdahoPTV analog microwave system. These educational opportunities are an active partnership of IdahoPTV and Idaho's education institutions around the state.

Pedagogical Model

Televised learning resources, including telecourses, use an asynchronous independent-learner learning model. The student is encouraged to videotape broadcast material and view it, pausing and re-viewing as needed, at their own convenience. The wide geographical reach of our broadcast signal enables an anywhere, anytime approach to learning. According to reports from distance educators, distance learners prefer to be able to access courses from home. IdahoPTV serves these learners, in particular.

Televised learning resources also serve unique learning styles and abilities. IdahoPTV telecourses and educational programs in our daytime and prime time schedule are closed captioned, and thus are accessible to the hearing-impaired student. The visual/aural medium works extremely well with visual learners who are able to see examples, contexts, and demonstrations.

Business Model

Course Production

IdahoPTV does not produce *bona fide* courses. The telecourses that we broadcast are almost all provided by the PBS Adult Learning Service, and are produced by Annenberg and other well-established and well-respected educational producers. As PBS affiliates, we have access to the fully packaged programming of both the Annenberg Learning Channel and the PBS You channel,

to pass on to our viewers either via our terrestrial broadcast network or via educational access channels on cable systems in the state.

The courses that are transmitted between campuses via our inter-city microwave facilities are courses that are designed and conducted by college and university faculty, and transmitted “live”.

IdahoPTV produces educational video materials that become components of courses, however. IdahoPTV has a production budget of about one-half million dollars. OUTDOOR IDAHO is the flagship production featuring scenery, history, human interest, and current issues related to the Idaho outdoors. DIALOGUE is the weekly call-in public affairs production. Special recent contract productions have included “Saved by the Bill”, “Idaho Teaching with Technology Best Practices”, and “Financing Your Future”. All current productions have companion web-sites. Awards have included the Gold Medal, Educational/Instructional TV, The New York Festival and an Emmy for “Sacred Journey of the Nez Perce” and more recently, first place recognition for our “Echoes of a Bitter Crossing” and “Saved by the Bill” companion web-sites from NETA. IdahoPTV has also produced a multi-episode series on Idaho History.

Course Delivery

Televised courses are delivered to television sets and VCRs in homes and schools, via over-the-air signal or cable. The signal is accessible by 95%+ of all Idaho households, with consumer equipment in their possession.

Faculty

IdahoPTV has no faculty teaching at this time. However, the Director of DTV Planning & Learning Services is an Affiliate Professor in the School of Communication at the University of Idaho.

Learner Support

Technical Support: Three stations, open M-F business hours, provide 1-800 access to viewers to answer questions and address problems related to programming and signal reception. The *idahoptv.org* web site provides additional information and the ability to contact staff via e-mail.

Student Services, Financial Aid, Library, and Assessment: Not applicable.

Bookstore: Student workbooks, textbooks, audiotapes, teacher and discussion guides associated with telecourses are available via 1-800 or e-mail; information on these resources is available from the *idahoptv.org* web site.

Marketing

Information about IdahoPTV programs and resources is made available to the public in a variety of ways. The most effective way of getting information to the people that are most likely to be viewing our programs is to promote them on-air. Telecourse information is aired in 30-second spots. Program schedules are listed in newspapers. The viewer guide, *Channels*, is distributed monthly to 28,000 members of IdahoPTV, and includes information on telecourses. 16,000 copies of *Technology Toolbox for Teachers* are distributed monthly to every public school in the state; highlighting telecourses. Other monthly publications target information for pre-school caregivers and parents. In addition, the *idahoptv.org* web site is very extensive, with detailed program information, enhancements for IdahoPTV produced programs, and links to the PBS companion sites for most broadcast programs.

Expansion Strategy

IdahoPTV plans to offer DTV service throughout the state no later than 2003. DTV services to support Ready-to-Learn and education (K-12, higher ed, and vocational) are the focus of efforts to secure state funding for the DTV transition. Multicasting and datacasting overshadow HDTV as primary functionalities in the DTV environment. Additional information on DTV plans and strategy is available at

<http://idahoptv.org/dtv/dtv.html>

Technical preparations and plans include:

North-South Digital MW Backbone- Our 1998 NTIA/PTFP grant (Total Project Cost: \$953,368) finances the replacement of the aging analog microwave between Boise and Moscow with the addition of 2 DS-2s to the State of Idaho's digital microwave, and fiber facilities from the Boise station to the microwave termination in Meridian (near Boise). This digital facility will be used to carry both NTSC and DTV signals between the stations beginning in early 2000.

East-West Digital MW Backbone- A proposal has been prepared and funded by the state to add capacity to the State of Idaho's digital microwave between Boise and Pocatello to replace the IdahoPTV analog microwave east-west backbone, with operation scheduled by late 2000.

Digital-Compatible Beta Recorders- The 1998 NTIA/PTFP grant also purchased three digital-compatible SX Beta recorders for the Boise facility, which are now installed.

Translator Displacements- 8 of 9 mountaintop translators have been displaced from channels 60-69 so as to guarantee DTV channels.

Idaho Public Television has recently been challenged with substantially reduced federal funding levels in addition to decreased levels of state funding. While local support has been increasing, it is not sufficient to replace lost federal and state revenues. Nearly all of our traditional local fundraising is committed to meeting programming expenses. Effective FY97 and beyond, a revised funding formula has been initiated by the Corporation for Public Broadcasting (CPB), reducing IdahoPTV's Community Service Grants (CSG's) from three to one. IdahoPTV anticipates a cumulative reduction of over \$2 million, scheduled to be implemented in increasing increments over the next four years. Of all of the nations public television stations affected by the Corporation for Public Broadcasting's revised funding formula, IdahoPTV will be one of the hardest hit. At the year 2000, IdahoPTV's projected CSG revenue is \$514,000 rather than its FY 96 level of \$1,238,000.

Given this certain outlook, IdahoPTV has taken steps to restructure its staff and operational activities in order to continue to provide traditional broadcast and distant learning services. Staffing has been reduced by 21% (14 positions). Equipment upgrades are nearly complete which allow for automated and centralized switching and routing of classroom activities, assembly of interstitial materials, and dissemination of three distinct broadcast schedules that continue to address the issues of local communities throughout the state.

Many of the operating consolidations that are currently encouraged through CPB Future and Transition Funds have been made at IdahoPTV: centralized programming, traffic, switching, and monitoring operations; automated control; fund-raising and development consolidated for all stations to one organization; statewide coordination and administration (fiscal affairs, personnel, information technology). IdahoPTV is "ahead of the curve", in many ways, compared to other PBS-affiliate stations just now making these consolidations and partnerships.